

CALIFORNIA SCHOOLS

OCTOBER, 1958

JUST FOR FUN

HAPPY
TIMES

Days of
Adventure

MANY
SURPRISES

ONCE UPON
A STORYTIME

STORIES FROM
EVERYWHERE



ADVENTURES
FOR READERS

ADVENTURES
FOR READERS

CALIFORNIA SCHOOLS

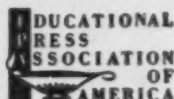
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ROY E. SIMPSON
Superintendent of Public Instruction

EDITOR
IVAN R. WATERMAN
Chief, Bureau of Textbooks and Publications

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THE COVER ILLUSTRATION shows students at work in a reading center, and
the California State Series of basic textbooks in reading.



A MESSAGE from the Superintendent of Public Instruction

GREETINGS

It has been wisely said that regardless of the magnitude of the problems which face us, we must never be discouraged from doing our best.

The school year 1958-1959 opens to all of us who teach, maintain, and administer our schools a splendid opportunity to furnish sincere encouragement to all those who enter our schools for the first time and those who are returning to continue their education. In the final analysis it is in our schools that we build and improve our own country and the world in which we live.

There are many problems and issues that face public education today. Some of these will be successfully solved now; others will remain unsolved until sometime in the future. The responsible elected and appointed officials, state, county, and city, together with the many organizations sincerely devoted to public education, in their attempts to solve these problems, have a challenging opportunity to exercise sound judgment and vision and to present objective and practical recommendations to the public they represent.

There is no place in a constructive review or study of public education for personal prejudice and partisan politics. We must be particularly wary of those representing a philosophy of government in conflict with our own, who would use every means available for destroying our most important safeguard of democracy—free public education.

Our work, therefore, will require each of us to give the best we possess in teaching the youth of California to study intelligently and to work diligently toward scholastic and vocational goals and a true appreciation of our great America.

ENROLLMENTS IN BUSINESS EDUCATION IN PUBLIC SECONDARY SCHOOLS OF CALIFORNIA IN 1956¹

With Comparisons for 1954, 1951, and 1948

R. C. VAN WAGENEN, *Chief, Bureau of Business Education*

Periodically, a census of enrollments in business subjects in the public secondary schools of California is taken by the Bureau of Business Education of the State Department of Education. In 1956, for the first time, data for this census of junior, senior, and four-year high schools were taken from the October Report of High School Principal for that year. In previous years such data were secured from studies conducted every three years by the Bureau of Business Education.

In the analysis of business education enrollment trends included here, consideration was given to the fact that the reports for the years 1948, 1951, and 1954 did not include enrollment data from all schools while reports based on the 1956 October Report of High School Principal included information concerning enrollments in all junior, senior, and four-year high schools. Enrollment figures for California junior colleges included here were obtained by a survey of business subject enrollments made by the Bureau of Business Education during 1956-57.

TOTAL ENROLLMENTS IN BUSINESS EDUCATION

Enrollment in business subjects, grades seven through fourteen, in October of 1956, was 417,595. Of this number, 96,823 were enrolled in 52 junior colleges, an increase of 27 per cent over the 1954 enrollment. The total enrollments in business education for the years 1948, 1951, 1954, and 1956 are shown by school level in Table 1. This table also shows the per cent of increase in total enrollments—21 per cent more in 1951 than in 1948; 23 per cent more in 1954 than in 1951; and 42 per cent more in 1956 than in 1954. The high per cent of increase in 1956 enrollments is due, in part, to the fact that all junior and senior high schools reported their enrollments in 1956, whereas in the previous surveys not all had been included.

Enrollments in business subjects in the junior high schools showed only a very slight increase in 1956, although in previous years much larger increases had been shown. For example, there was a 41 per cent increase between 1951 and 1954, and a 24 per cent increase between 1948 and 1951. Business subject enrollments in the four-year high schools and the senior high schools have shown steady gains since 1948—20 per cent between 1948 and 1951; 10 per cent between 1951 and 1954; and

¹ Enrollment data were tabulated by Leland P. Baldwin, Dwight R. Crum, and Gerald D. Cresci, staff members of the Bureau of Business Education.

TABLE I
ENROLLMENTS IN BUSINESS EDUCATION IN CALIFORNIA PUBLIC SECONDARY
SCHOOLS, 1948, 1951, 1954, AND 1956, BY SCHOOL LEVEL

School level	1948		1951		1954		1956	
	Number of schools reporting	Business education enrollments	Number of schools reporting	Business education enrollments	Number of schools reporting	Business education enrollments	Number of schools reporting	Business education enrollments
Junior high schools.....	130	22,648	151	28,134	183	39,744	285	40,962
Senior and four-year high schools.....	366	136,914	431	162,268	453	178,111	496	279,810
Junior colleges.....	45	38,149	56	49,090	81	76,068	82	96,823
Total.....	541	197,711	638	239,492	687	293,923	833	417,595
Increases in total business education enrollments								
Compared with 1948:								
Number.....				41,751		96,212		219,884
Per cent.....				21		49		111
Compared with 1951:								
Number.....						54,461		178,133
Per cent.....						23		74
Compared with 1954:								
Number.....								123,672
Per cent.....								42

57 per cent between 1954 and 1956. The gradual development of the junior high schools, and the growth of the concept of teaching business education subjects for personal use as well as for occupational training in both the junior and senior high schools may also have been reflected in these increases in business subject enrollments.

Students often enroll in more than one business subject. Data are not available to show the number of individuals enrolled in business subjects in the junior and senior high schools at the time that the studies were made. But it is apparent that the total enrollment in business subjects has increased more rapidly than the total school enrollment. For instance, in October, 1956, total enrollment of all students, grades nine through twelve, was 572,821, not quite 25 per cent more than the total in October in 1954, while business enrollments increased 47 per cent during the same period.

Tabulations based on the 1956 October Report of High School Principal indicate that for every 100 students in junior, senior, and four-year high schools, 55 were enrolled in business education classes. This business education enrollment accounted for 11.8 per cent of the total enrollment in different subject fields. Comparable figures based on the 1951 October Report of High School Principal showed that only 38 students out of every 100 were enrolled in business education classes and that these classes accounted for only 8.08 per cent of the total subject enrollment.²

² Frank B. Lindsay, "Enrollments and Patterns of Course Offerings in California High Schools." *The Bulletin of the National Association of Secondary School Principals*, XXXVIII (December, 1954), 7-16.

Table 2 shows comparative enrollments by subject fields of 572,821 students in secondary schools, 1956-57.

TABLE 2
COMPARISON OF ENROLLMENTS BY SUBJECT FIELDS OF 572,821 STUDENTS IN
CALIFORNIA JUNIOR, SENIOR, AND FOUR-YEAR HIGH SCHOOLS, 1956-57

Subject	Total subject enrollment	Per cent of enrollment in all courses	Per cent of school enrollment
English, including dramatics, journalism, and public speaking...	523,443	19.28	91.37
Social studies	488,119	17.24	81.72
Mathematics	326,973	12.04	57.08
Business	320,772	11.81	55.99
Sciences	270,771	9.97	47.26
Industrial arts	212,334	7.82	37.06
Music	117,064	4.31	20.43
Homemaking, including foods and clothing	114,352	4.21	19.96
Foreign languages	181,346	6.68	31.65
Art, including crafts	92,913	3.42	16.22
Vocational agriculture	26,831	0.96	4.68
Trades and industries	7,405	0.27	1.29
Core courses composed of two or more basic subjects	51,536	1.99	8.99
Total	2,713,859		

Table 3 shows individual subject enrollments by school level, and the relative rank of these subjects. These enrollment figures, however, do not necessarily represent different students, since a student may be enrolled in more than one business subject.

TABLE 3
RELATIVE STANDING OF BUSINESS SUBJECTS IN CALIFORNIA PUBLIC SECONDARY
SCHOOLS, IN 1948, 1951, 1954, AND 1956, ACCORDING TO
ENROLLMENT AND BY SCHOOL LEVEL

Subjects	1948			1951			1954			1956		
	No. of schools offering	Enrollment	Rank	No. of schools offering	Enrollment	Rank	No. of schools offering	Enrollment	Rank	No. of schools offering	Enrollment	Rank
A. Junior High Schools	(130 reporting)			(151 reporting)			(183 reporting)			(255 reporting)		
Typing	87	16,239	1	106	20,307	1	121	29,514	1	157	30,145	1
General Business	69	5,043	2	69	6,063	2	83	7,250	2	84	6,313	2
Business Mathematics	6	453	3	7	597	4	11	1,130	4	7	428	6
Office Practice	10	374	4	23	655	3	34	1,249	3	30	823	4
In-school Work Experience												
Business Practice—Exploratory										50	1,809	3
Co-operative Office Practice (co-ordinated)										3	440	5
Consumer Economics										4	309	7
Other	11	529		5	324		5	171		1	21	8
										7	674	
B. Senior and Four-year High Schools	(402 reporting)			(366 reporting)			(431 reporting)			(453 reporting)		
Typing	359	59,236	1	409	73,855	1	412	78,735	1	484	117,720	1
Bookkeeping, Record-keeping	320	18,519	2	403	21,717	2	365	22,930	2	458	32,133	2

Enrollment trends in certain business subjects are indicative of needs that individuals believe they must meet to secure employment in business and to fill their jobs successfully. Educators in the field of business education can take these trends into consideration when they gear their course offerings to the needs, interests, and abilities of students, as well as to the needs of employers.

TRENDS IN ENROLLMENTS IN JUNIOR HIGH SCHOOLS

Classes in typewriting rank first in enrollments in the junior high schools of California, with general business classes in second place. These two subjects retain the relative rank they have had in all previous surveys.

The rank order of the six business subjects with the greatest enrollments in junior high schools in 1956, was (1) typing, 30,145; (2) general business, 6,313; (3) in-school work experience, 1,809; (4) office and clerical practice, 823; (5) exploratory business practice, 440; and (6) business mathematics, 428.

Typewriting class enrollments have increased slightly over those in 1954, while enrollments in general business, business mathematics, and office practice classes have dropped since 1954. The inclusion of previously unreported business subject enrollments in the 1956 report partly accounts for the higher figure indicated in the total business subject enrollments for junior high schools. These include enrollments of over 1,800 for in-school work experience programs, 440 for exploratory business practice, and 300 for co-operative office practice and consumer economics.

TRENDS IN ENROLLMENTS IN FOUR-YEAR AND SENIOR HIGH SCHOOLS

Typewriting, general business, bookkeeping, and shorthand continue to lead the enrollments in business education classes in four-year and senior high schools. Of the students who had enrolled in first-year typewriting, 37 per cent enrolled for second-year typewriting; 12 per cent of those who had enrolled in first-year bookkeeping continued with second-year bookkeeping; while combined second-year shorthand and dictation-transcription enrollments were equal to 40 per cent of the first-year shorthand enrollments.

The rank order of the ten business subjects with the highest enrollments in high schools in 1956, was (1) typing, 117,720; (2) bookkeeping and recordkeeping, 32,133; (3) shorthand, 28,107; (4) general business, 28,092; (5) office and clerical practice, 11,095; (6) in-school work experience, 10,256; (7) machine calculation (office machines), 9,596; (8) business English and correspondence, 9,393; (9) business mathematics, 7,244; and (10) salesmanship and merchandising, 5,232.

Comparisons of subject enrollments in 1956 with those of previous years are difficult, since several changes were made in the 1956 survey,

such as separate listing of data for two-year courses; inclusion of new course titles; and use of a standardized list of course titles.

Further changes include the reporting of in-school work experience education and work experience education in business. Nearly half of the high schools reported in-school work experience education, with an enrollment of 10,256. Moreover, for purposes of this survey, although office and clerical practice were reported as separate classes in 1956, as were office machines and machine calculation, bookkeeping and record-keeping, and salesmanship and merchandising, figures for these classes were combined, as in previous surveys.

TRENDS IN ENROLLMENTS IN JUNIOR COLLEGES

In the junior colleges there was apparently a greater gain in enrollment in the business subject courses that are usually considered transfer courses than in the two major skill courses, typewriting and shorthand. Both typewriting and shorthand class enrollments increased about 3 per cent over the 1954 enrollments. However, the following business transfer courses showed much larger enrollment increases: economics, 86 per cent; mathematics of finance, 374 per cent; introduction to business, 91 per cent (excluding business organization, management, and principles); and business law, 41 per cent. More junior colleges offered these courses than in 1954, with 17 more offering mathematics of finance; 17 more offering introduction to business; 13 more offering economics; and 5 more offering business law.

Both typewriting and shorthand enrollments failed to keep pace with the over-all increase in business subject enrollments. In fact, shorthand dropped in rank to fifth place. During this period, while typewriting class enrollments increased 3 per cent in the junior colleges, the high school typewriting class enrollments increased almost 50 per cent. However, typewriting is still the leading subject of all business education class enrollments in junior colleges. All 52 of the reporting colleges offer the subject.

The rank order of the ten business subjects with the highest enrollments in junior colleges in 1956, was (1) typing, 15,600; (2) accounting and bookkeeping, 13,542; (3) business economics, 8,096; (4) business mathematics, 7,462; (5) shorthand, 6,803; (6) business English and correspondence, 6,185; (7) introduction to business, 5,237; (8) business law, 5,014; (9) machine calculation, 3,617; and (10) salesmanship, 2,208. In 1956, there were 9,421 enrollments in intermediate accounting and accounting principles, a 65 per cent increase over enrollments in these courses in 1954. Bookkeeping and recordkeeping enrollments dropped from 3,119 in 1954, to 2,421 in 1956.

For this report, retailing and merchandising enrollments were combined, since they are so similar in content. It is interesting to observe that those subjects closely allied with wholesaling and retailing operations

are gaining in the junior college business subjects enrollments in California. A grouping of these subjects shows a total enrollment of 6,719, in 1956.

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

ARTHUR D. BROWNE was appointed Specialist in Higher Education, Division of State Colleges and Teacher Education, effective June 24, 1958. He will serve as one of the two members of the Joint Staff of the Liaison Committee of the State Board of Education and the Regents of the University of California.

Dr. Browne received his bachelor's degree from San Jose State College, his master's degree from Stanford University, and his doctorate from Syracuse University. Since August, 1957, he has served as Consultant in State College Curricula, Division of State Colleges and Teacher Education, California State Department of Education. Before coming to the Department, Dr. Browne held a series of posts at Brigham Young University, Provo, Utah, having served successively as Administrative Assistant to the President; Chairman of the Department of Instruction; and Director of Administrative Studies, as well as Professor of Higher Education. He has also held positions as Assistant in Higher Education, Evaluation Service Center, Syracuse University; Assistant Professor of Psychology, University of Denver; and Researcher for the National Education Association.

WESLEY R. BURFORD was appointed to the recently created post of Specialist in College Facility Planning, Division of State Colleges and Teacher Education, on June 24, 1958. He will direct and co-ordinate the capital outlay and construction program in the state colleges. Mr. Burford received his bachelor's degree from Fort Hays Kansas State College; his Master's Degree in Industrial Education from Oregon State College; and has taken graduate work in school administration at Sacramento State College and Chico State College.

Since 1948, Mr. Burford has been associated with the State Department of Education, having served for six years as a Field Representative, Bureau of Readjustment Education, and for four years as Assistant College Plant Adviser, College Facility Planning. He has also taught at Oregon State College. In addition, he is a licensed general contractor and has engaged in private contracting work.

JOHN M. HORI was appointed August 11, 1958, as Architectural Assistant, a new position in the Bureau of School Planning, with headquarters in Los Angeles. A native of Hawaii, Mr. Hori has been in the United States since 1955, and has served in the United States Army. For the past two years he has been employed by the engineering firm of Porter, Urquhart, McCreary & O'Brien, Los Angeles. He is continuing his studies at Los Angeles City College.

GEORGE A. FORBES was appointed Field Representative, Bureau of Readjustment Education, with headquarters in Los Angeles, August 18, 1958. He received his bachelor's degree from Fresno State College; and his master's degree from the University of Southern California, where he has continued his graduate studies. Immediately before coming to the Department of Education, he served for three years as Educational Representative, Division of Educational Assistance, State Department of Veterans Affairs. He served as teacher and as principal in schools in Fresno County from 1938 to 1943, when he entered military service for three years. After working as a contract specialist with the Veterans Administration Regional Office in Los Angeles, from 1946 to 1954, he returned to public school work as Principal, La Ballona Elementary School, Culver City.

GERALD J. CROWLEY was appointed Field Representative in College Facility Planning, Division of State Colleges and Teacher Education, effective August 18, 1958. He will assist in the planning and co-ordination of the capital outlay and construction program in the state colleges. Mr. Crowley received his bachelor's degree from Loyola College, Baltimore, and his master's degree from Boston University, and is taking graduate study in school planning at Stanford University. Since 1957, Mr. Crowley has served as Assistant to the Executive Dean of the College, San Jose State College. Prior to this, he was for three years Assistant Professor of Naval Science at Stanford University; and from 1948 to 1952, he served in the same capacity at Harvard University. He has taught history at Cambridge Academy, Cambridge, Massachusetts. During World War II he served as commanding officer on the U. S. S. General Gordon.

JAMES H. ORSBURN was appointed Field Representative, Bureau of School Planning, with headquarters in Sacramento, August 15, 1958. Mr. Orsburn received his bachelor's and master's degrees from Redlands University. From 1951 to the time he accepted his present position with the State Department of Education, Mr. Orsburn was District Superintendent of Schools, Central School District, Cucamonga, San Bernardino County. During World War II, Mr. Orsburn was commissioned First Lieutenant, United States Air Force, and served for four years as a pilot.

EMERGENCY REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Private Diploma-granting Institutions. The Superintendent of Public Instruction, acting under the authority of Education Code Section 24217 and implementing Chapter 2 of Division 12 of the Education Code, added Subchapter 21 to Chapter 1 of Title 5 of the California Administrative Code, relating to private diploma-granting institutions, and adopted the same as emergency regulations (effective July 25, 1958).

The complete text of the subchapter of Title 5 of the California Administrative Code noted above will appear as a reprint from the California Administrative Register, and will be available from the State Department of Education.

REGULATIONS ADOPTED BY DIRECTOR OF EDUCATION

Gifts, Donations, and Bequests to State Colleges. The Director of Education, acting under the authority of and implementing Education Code Section 184, with the approval of the Director of Finance, added Article 1.5 (Sections 946.10 through 946.11) to Group 5 of Subchapter 4 of Chapter 1 of Title 5 of the California Administrative Code, relating to gifts, donations and bequests to state colleges.

The complete text of the added sections of Title 5 of the California Administrative Code noted above will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

BUREAU OF TEXTBOOKS AND PUBLICATIONS RECENT PUBLICATIONS OF THE DEPARTMENT OF EDUCATION

IVAN R. WATERMAN, *Chief*

Agricultural Education in the Secondary Schools of California: A Report of a Study of Selected Problems. Prepared by Orville E. Thompson, Assistant Professor of Education, University of California, Davis. Bulletin of the California State Department of Education, Vol XXVII, No. 4, May, 1958. Pp. viii + 48.

This bulletin reports the state-wide study of certain problems in agricultural education. An advisory committee, appointed from the staff of the Bureau of Agricultural Education of the California State Department of Education, provided guidance for the study. The critical problems that exist were determined in the various areas of agricultural education through consultation with leaders in the field throughout the state. Data were obtained through interviews with teachers and administrators, through the use of a questionnaire, and through an analysis of existing records. The following aspects of agricultural education are covered: Significant changes in agriculture; agricultural education in the secondary schools; out-of-school programs in agriculture for young and adult farmers; and the need for persons trained in agriculture. Findings and recommendations most pertinent to current programs of agricultural education are reported.

All copies of this publication have been distributed to county, city, and district superintendents of schools, to principals of secondary schools with agricultural training programs, to agriculture instructors, and to selected organizations and individuals.

Practice in the Teaching of Composition in California Public High Schools. Prepared under the direction of M. E. Mushlitz, Consultant in Secondary Education, California State Department of Education, by Henry C. Meckel, Professor of Secondary Education and English, San Jose State College; James R. Squire, Associate Director of Supervised Teaching and Supervisor of the Teaching of English, University of California, Berkeley; and Vincent T. Leonard, Chairman of the Department of English, Polytechnic High School, San Francisco. Bulletin of the California State Department of Education, Vol. XXVII, No. 5, June, 1958. Pp. viii + 52.

This bulletin is devoted to reporting some of the practices teachers have found to be effective in helping students learn to write well. It concerns English language arts in California public high schools and is based on data secured from the 1955 October Report of High School Principal. This study, made by the Bureau of Secondary Education in co-operation with the Curriculum Study Commission of the Central California Council of Teachers of English, is one phase of a continuing review and appraisal of the total curriculum in high schools by the Division of Instruction, California State Department of Education.

Curriculum committees may secure information from this study about techniques in improving practices in the teaching of composition. School administrators may find the bulletin helpful in organizing the staff for appraising the teaching of composition in their own schools; and teachers and supervisors may discover in it ideas for making instruction in composition more effective.

Copies have been distributed to county, city, and district superintendents of schools, and to high school principals. The price is 25 cents per copy plus sales tax on California orders.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at a special meeting held in Fresno, August 13, 1958.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public service heretofore issued to the following persons, effective on the dates shown:

<i>Name</i>	<i>Revocation effective</i>	<i>By authority of Education Code Section</i>
Carey, Maurice Edward	July 8, 1958	12754
Edwards, C. Paul	August 13, 1958	12756
Eischen, Jennie Eloise Capriola	July 17, 1958	12754
Helfer, Elmer Daniel, Jr.	July 14, 1958	12754
Iverson, Chris Nelson	August 13, 1958	12756
Johnson, Harold Robert	August 4, 1958	12754
Johnson, Richard Harold (Birth date 7-24-30)	August 13, 1958	12756
Spring, Fred Leslie	June 16, 1958	12754

CALIFORNIA INDUSTRIAL ARTS AWARDS WINNERS ANNOUNCED

For the seventh consecutive year, students in California public schools who entered projects in the annual Industrial Arts Awards competition sponsored by the Ford Motor Company have won the largest number of cash prizes awarded students from any state.

In the twelfth annual Industrial Arts Awards competition, 1958, California students received over 22 per cent of the 716 cash awards. In numbers of cash winners, California schools led the field with 160; Pennsylvania was second, with 82; Illinois was third, with 65; Ohio was fourth, with 53; Michigan was fifth, with 42; and Texas was sixth, with 39.

Entrants from California were awarded 11 of the 32 Outstanding Achievement Awards. Each of the winners receives a \$100 cash prize and a three-day trip, all expenses paid, to Dearborn, Michigan, for himself and his instructor. Outstanding Achievement Awards are given for projects considered best in craftsmanship, ingenuity, and creative design.

The Industrial Arts Awards contest is open to students in grades seven through twelve. The competition is sponsored by the Ford Motor

Company to encourage fine craftsmanship among industrial arts students in the United States and its territories and in Canada. More than 40,000 projects in 14 different competitive categories were entered in local contests last spring. Of these, 4,175 were sent to Dearborn for the finals. The winners shared approximately \$50,000 in cash and other awards.

For the third consecutive year the seventh and eighth grade industrial arts pupils of Elmer B. Mattson, Hoover Elementary School, Redwood City, received more awards than pupils in any other school in California. Mr. Mattson's pupils were awarded 17 cash prizes including two Outstanding Achievement Awards.

Each Outstanding Achievement Award winner's name, school, contest group classification, type of project, and instructor's name follows:

Bruce MacDonell, Berkeley Senior High School, Machine Shop, nine-inch lathe, Roy Lindstedt, instructor.

Tom James, Earl Warren Senior High School (Downey Union High School District), Mechanical Drawing, electrical motor pictorial, Stanley Ross, instructor. George Nelson, Robert E. Peary Junior High School (Los Angeles City School Districts), Graphic Arts, book, Gus N. Barlow, instructor.

Arlen Farthing, Palms Junior High School (Los Angeles City School Districts), Electrical, transistorized intercommunication system, J. H. Seiple, instructor.

Mason Yerkes, Palms Junior High School (Los Angeles City School Districts), Electrical, resistance soldering unit, J. H. Seiple, instructor.

David McMills, Hoover Elementary School (Redwood City Elementary School District), Wrought Metal, fireplace set, Elmer B. Mattson, instructor.

Horace White, Hoover Elementary School (Redwood City Elementary School District), Wrought Metal, aluminumware, Elmer B. Mattson, instructor.

Charles Johansen, Sequoia High School (Sequoia Union High School District, Redwood City), Wrought Metal, table and chairs, Richard J. Herzing, instructor.

Steven M. Klers, Pacific Peach Junior High School (San Diego City Unified School District), Model, 18-inch model sailing yacht and stand, Michael T. Rhea, instructor.

Richard A. Lorentzen, Whittier High School, Electrical, high fidelity analyzer, Jack Michie, instructor.

Richard K. Vorie, Whittier High School, Electrical, electric paraplegic chair, Jack Michie, instructor.

SCIENCE TALENT SEARCH

The eighteenth annual science talent search is being conducted by Science Clubs of America, for the Westinghouse Science Scholarships and Awards. These awards are sponsored by the Westinghouse Educational Foundation, which is an organization formed for the purpose of promoting education and science and is endowed by the Westinghouse Electric Corporation. Any high school senior in the continental United States who can at graduation meet college entrance requirements is eligible to compete for scholarships offered by the foundation. Each completed entry in the competition must include (1) a complete science aptitude examination answer sheet, certified by student and teacher; (2) a personal data blank and secondary school record, filled out by the student and by his teachers and the school principal; and (3) a report of about 1,000 words on "My Scientific Project" by the student.

Those 40 contestants with the greatest talent will be awarded invitations to the Science Talent Institute, Washington, D. C., all expenses paid. From this group five will be selected to receive four-year Westinghouse Science Scholarships. The scholarships range from \$750 to \$1,875 per year. In addition, awards totaling \$8,750 will be awarded at the discretion of the judges.

Further information, posters, and booklets regarding the competition are available from Science Clubs of America, 1719 N Street, N. W., Washington, D. C.

KIMBER AWARDS IN MUSIC, 1959

The Kimber Awards in Music, established in 1951 by John E. Kimber, president of Kimber Farms, Inc., and administered by the Kimber Farms Foundation through the California Federation of Music Clubs, are given to assist talented young musicians to continue their musical education. Six finalists in the eighth annual competition for the Kimber Award in Instrumental Music, 1959, will be selected after preliminary tryouts in various junior festivals of local branches of the California Federation of Music Clubs. Young musicians who are interested in securing awards should contact local music club officers for dates, places, and times of the tryouts. The \$3,000 award contest finals will be held in Royce Hall, University of California, Los Angeles, on May 3, 1959. The annual \$1,000 Charles M. Dennis Award in Vocal Music, established by Mr. Kimber, is also administered through the California Federation of Music Clubs; and another annual contest prize, the \$1,000 Frank Mancini Music Teaching Award, is given through the auspices of the California Music Educators Association.

Professional Literature

PUBLICATIONS RECEIVED

- ARCHER, CLIFFORD PAUL. *Elementary Education in Rural Areas*. New York 10: Ronald Press Co., 1958. Pp. 448. \$5.00.
- FARNUM, ROYAL BAILEY. *The Fine and Applied Arts*. Vocational and Professional Monograph Series, No. 36. Cambridge 38, Mass.: Bellman Publishing Co., 1958. Pp. 40. \$1.00.
- FAUNCE, ROLAND CLEO, and BOSSING, N. L. *Developing the Core Curriculum*. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1958 (second edition). Pp. 386. \$6.65.
- FURST, EDWARD J. *Constructing Evaluation Instruments*. New York 3: Longmans, Green & Co., 1958. Pp. 334. \$4.75.
- HALSEY, ELIZABETH, and PORTER, LORENA. *Physical Education for Children*. New York: Henry Holt & Co. (Dryden Press), 1958. Pp. xvi + 416. \$5.75.
- HARING, NORRIS GROVER, and OTHERS. *Attitudes of Educators Toward Exceptional Children*. Syracuse, N. Y.: Syracuse University Press, 1958. Pp. 238. \$5.00.
- HATCH, RAYMOND NORRIS, and BUFORD, STEFFLE. *Administration of Guidance Services: Organization, Supervision, Evaluation*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1958. Pp. 500. \$6.50.
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